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ABSTRACT

An annotated bibliography indicating basic references and illustrating the kinds of literature which is available in some fields of external study is presented. This bibliography is intended to assist institutions as they study and develop plans for non-traditional education. Approximately 150 entries are included. Eight categories of information are presented: Bibliographies, Reviews, Directories, Inventories, Innovation, Adult, Continuing Education; Correspondence, Home Study; Credit by Examination, Guidance; College Level Examination Program; and External Degree Program. (CK)

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EXTERNAL STUDY

FOR

POST-SECONDARY STUDENTS

A Brief Annotated Bibliography

of Recent Publications

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Office of External-Study Programs
College Entrance Examination Board
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In 1971 an Office of External-Study Programs was established by the College Entrance Examination Board and the Educational Testing Service. This office has received requests for information about external study from more than 400 colleges, universities, education departments and agencies.

The Office of External-Study Programs prepared this brief annotated bibliography to assist institutions as they study and develop plans for non-traditional education. The bibliography is by no means complete. It does indicate basic references and illustrates the kinds of literature which is available in some fields of external study.

We acknowledge here, with thanks, published bibliographies which provided a number of entries: CREDIT BY EXAMINATION: A REVIEW AND ANALYSIS OF THE LITERATURE by Hannah Kreplin; ALTERNATIVE FUTURES FOR LEARNING: AN ANNOTATED BIBLIOGRAPHY OF TRENDS, FORECASTS, AND PROPOSALS by Michael D. Marien; ESSENTIAL READING FOR THE FUTURE OF EDUCATION: A SELECTED AND CRITICALLY ANNOTATED BIBLIOGRAPHY by Michael D. Marien; EDUCATIONAL TESTING SERVICE RECAPS; and THE NEW YORK TIMES GUIDE TO CONTINUING EDUCATION IN AMERICA edited by Frances Coombs Thomson.

The attached bibliography was compiled by Mrs. Betsy Walkup, Secretary, Office of External-Study Programs. Entries and suggestions for future editions are welcome.

John Summerskill, Director
Office of External-Study Programs

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BIBLIOGRAPHIES, REVIEWS

AAHE BIBLIOGRAPHY ON HIGHER EDUCATION. Washington, D.C.: American Association for Higher Education, 1971.
A comprehensive bibliography including entries on teaching methods, and media, learning and psychological factors, adult and university extension curricula, undergraduate curricula.

Eric Clearinghouse on Adult Education. "Television and Radio in Adult Education, No. 1", CURRENT INFORMATION SOURCES, Syracuse University, November, 1967, ED 014 032, 19 pp.
Contains 32 indexed items, mostly with abstracts, on aspects of education and instructional radio and TV, viewing habits, motivation, media technology, the use of correspondence study, teaching of foreign languages, etc.
A comparative study of educational TV in Canada, Czechoslovakia, and Japan, is included.

Flaugher, R.L.; Mahoney, M.H.; and Messign, R.B. CREDIT BY EXAMINATION FOR COLLEGE-LEVEL STUDIES: AN ANNOTATED BIBLIOGRAPHY. Princeton: College Entrance Examination Board, 1967.
This comprehensive bibliography includes entries on (1) the transfer student, (2) students receiving credit by examination, and (3) the unaffiliated student and sources of instruction open to him. It is helpful to educators and students concerned with academic credit for degrees by means of CLEP. Also provides references to the literature that has grown up around problems of the university transfer student, university extension courses, television study, and the growth of community colleges.

Kreplin, Hannah. CREDIT BY EXAMINATION: A REVIEW AND ANALYSIS OF THE LITERATURE. Paper P-20, Berkeley: Ford Foundation Program for Research in University Administration, July, 1971, 86 pp.
Examines programs of credit by examination in American higher education. After a brief sketch of the credit hour system, various programs in operation are described. The ensuing analysis focuses on the following issues: appropriateness of various subject matter to credit by examination; attitudes toward credit by examination; results for students; financial costs and benefits; patterns of examination, design, and administration.

Marien, Michael D. ALTERNATIVE FUTURES FOR LEARNING: AN ANNOTATED BIBLIOGRAPHY OF TRENDS, FORECASTS, AND PROPOSALS. Syracuse: Educational Policy Research Center of Syracuse University Research Corporation. 223 pp.
An attempt to sketch out the range of literature that is relevant to educational policy-making including trends, forecasts, proposals, documents, on changes taking place. The major focus is on books and major documents.

Marien, Michael D. ESSENTIAL READING FOR THE FUTURE OF EDUCATION: A SELECTED AND CRITICALLY ANNOTATED BIBLIOGRAPHY. Syracuse: Syracuse University Research Corporation, February 1971, Pamphlet, 71 pp.
Selected bibliography of literature that is relevant to the future of American education, eg, future methodology, trends, and alternative futures in education. There are about 800 items, nearly all books and monographs, two-thirds of which are annotated.

Richards, J.M. Jr. ASSESSING STUDENT PERFORMANCE IN COLLEGE. Washington, D.C.: ERIC Clearinghouse on Higher Education, May, 1970, ED 040 307.
Discusses major areas of research dealing with the evaluation of college student performance. Three types of measurement are: examinations for which academic credit is awarded, criterion-reference tests, and assessment of extra-curricular achievement. This report is divided into an overview and a technical review which contains a more detailed summary of research.

Sharon, Amiel T. COLLEGE CREDIT FOR OFF-CAMPUS STUDY. Report 8 of the ERIC Clearinghouse on Higher Education. Washington, D.C.: The George Washington University, March, 1971, 15 pp.
This booklet is a good review of the literature on ways in which students learn outside the classroom and the manner in which such learning can be translated into college credits.

Smith, Ann Z., ed. "Non-Traditional Study," EDUCATION RECAPS. Princeton: Educational Testing Service, Winter, 1971-72, 28 pp.
An annotated summary of some 80 recent items on non-traditional study including: policy directions, off-campus study, work-study, continuing education, high school programs, proprietary schools, equivalency examinations, instructional systems.

Tamminen, Paul G. "A Guide to Resources for Undergraduate Academic Reform," AMERICAN COUNCIL ON EDUCATION SPECIAL REPORT. Washington, D.C.: American Council on Education, June 30, 1970, 15 pp.
A bibliography and listing of many resources available for the study of undergraduate learning, curriculum and instruction. Designed for the students, faculty, and administrators who are planning undergraduate programs.

DIRECTORIES, INVENTORIES

Betts, Lee J. AN INVENTORY OF NON-TRADITIONAL LEARNING EXPERIENCES AT COMMUNITY JUNIOR COLLEGES NEAR MILITARY BASES. Washington, D.C.: American Association of Community and Junior Colleges, Program for Veterans and Servicemen, 1971, 15 pp.
A resource document for the Task Force on Extending Educational Opportunities for servicemen. Deals specifically with colleges in proximity to military bases and has inventoried these regarding present policy positions relative to the Department of Defense's request to extend educational opportunity.

COMMUNITY ACTION CURRICULUM COMPENDIUM. Washington, D.C.: National Student Association, 1968.
A descriptive listing of college and university programs which include field work, tutorial work, and other types of community action, usually in conjunction with academic study, and for college credit.

CONTINUING EDUCATION PROGRAMS AND SERVICES FOR WOMEN. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, January, 1968.
A directory of college programs specially designed for women, including information about whether credit is allowed for life experience.

Hamilton, Blarid, ed. FREE UNIVERSITIES, EXPERIMENTAL COLLEGES, AND FREE SCHOOLS. Washington, D.C.: Student Association, 1968, 66 pp.
Lists a wide variety of innovations in higher education, chiefly student sponsored programs.

Lindenfeld, Frank, et. al. DIRECTORY OF FREE SCHOOLS. Sebastopol, California: Alternatives Foundation, Drawer A-Diamond Heights Station, 1970.
List of free schools across the country plus an essay by Lindenfeld on how to start a free school.

National Home Study Council. DIRECTOR OF ACCREDITED PRIVATE HOME STUDY SCHOOLS, FALL, 1969. Washington, D.C.: National Home Study Council, 1970, ED 033 269, 8 pp.
Lists the 120 schools which have met the following standards set by the National Home Study Council: competent faculty, educationally sound and up-to-date courses, careful screening of students for admission, satisfactional educational services, demonstration of ample student success and satisfaction, measurable tuition, truthful advertisements, and financial stability.

Smith, Robert M.; Aker, George F.; and Kidd, J.R. HANDBOOK OF ADULT EDUCATION. New York: Macmillan, 1970, 594 pp.
A broad overview of what is happening in the rapidly expanding world of adult/continuing education. It is intended primarily for professionals but it may be used as an informative guide to help establish which of many organizations could reasonably be expected to offer training opportunities a student seeks. Useful primarily for reference.

Thompson, Frances Coombs, ed. THE NEW YORK TIMES GUIDE TO CONTINUING EDUCATION IN AMERICA. Prepared by the College Entrance Examination Board. New York: Quadrangle Books, 1972, 850 pp.
Includes clear, descriptive information about how to study effectively by correspondence, how to secure a high school equivalency certificate, and how to secure college credit by means of the CLEP examinations. There is also a useful glossary, a descriptive listing of national organizations in adult continuing education in the United States, a section on educational accreditation, and an annotated bibliography of potentially helpful books. The main body of the guide consists of 2,281 entries by accredited institutions and the courses they regularly hold for adults.

United States Armed Forces Institute. CATALOG, FOURTEENTH EDITION. Madison, Wisconsin: USAFI, 1965, 149 pp.
The United States Armed Forces Institute provides opportunities for military personnel to continue their education while they are on active duty with the Armed Forces of the United States. USAFI supplies instructional materials, for individual correspondence study and for group class work and this catalogue contains general information and enrollment procedures as well as course offerings and services.

Valley, John R. AN INVENTORY OF EXTERNAL DEGREE PROGRAMS AND PROPOSALS. Princeton: Educational Testing Service, March, 1971, with Supplement, May, 1971, 51 pp.
Prepared as a catalog or basic reference list of external degree programs and proposals. Consists of lists of operational external degree programs, including degrees which are awarded and the institutions. Also contains information on proposals that have been advanced during the past two years to establish new external degree programs.

INNOVATION

The American Academy of Arts and Sciences. A FIRST REPORT: THE ASSEMBLY ON UNIVERSITY GOALS AND GOVERANCE. Cambridge: The American Academy of Arts and Sciences, January, 1971, 51 pp.
Contains proposals, presented in the form of theses, which are expected to provide a framework for serious and systematic consideration of the very complex issues in the process of learning and institutional change.

Astin, Alexander W. "A Researcher's Proposal for Changes in Higher Education," EDUCATIONAL RECORD. Washington, D.C.: American Council on Education, Summer, 1970, 7 pp.
Research findings, declares ACE's director of research, do not support the assumptions used to justify the traditional practices of college and university admissions and the traditional approaches to curriculum and certification. He proposes that higher education seriously consider some alternatives including a lottery for admissions and a curricular "cafeteria" with an educational "menu".

Baskin, Samuel, ed. HIGHER EDUCATION: SOME NEWER DEVELOPMENTS. (Sponsored by the Association for Higher Education, NEA.) New York: McGraw-Hill, 1965, 342 pp.
Fourteen articles dealing with new colleges, curricula, independent study, study abroad, superior student programs, instructional media, facilities, the community as a resource, year-round calendars, consortia, and financing.

Bern, Henry A. "University Without Campuses," EDUCATION LEADER. Vol. 28, January, 1971, pp. 355-358.
The author states that a powerful catalyst is needed to bring together elements for an improved model of non-campus university systems. His solution is the Corporation for Public Broadcasting in a central role.

Brick, M., and McGrath, E.J. INNOVATION IN LIBERAL ARTS COLLEGES. New York: Teachers' College Press, 1969, 173 pp.
Supplies data on innovative practices from a poll of all four-year institutions with programs in liberal arts. The search for new curricular approaches has led to a new emphasis and direction for independent study and several options are listed in the conclusion.

Carnegie Commission on Educational Television. PUBLIC TELEVISION, A PROGRAM FOR ACTION. New York: Bantam Paperback, 1967, 254 pp.
Fifteen distinguished Americans, after a year of intensive study, recommended far-reaching changes in non-commercial TV to bring into being an ambitious system of Public TV, designed for the home viewer. The report contains extensive factual information about educational TV in the U.S.

Carnegie Commission on Higher Education. LESS TIME MORE OPTIONS: EDUCATION BEYOND THE HIGH SCHOOL. New York: McGraw Hill, January, 1971, 45 pp.
Examines the general flow of students into and through the formal structure of higher education in the U.S., and the key role played by degrees in this flow. Recommendations are set forth calling for basic changes in the pattern of this flow by increasing the effective options available to students to stop-outs from college.

Carnegie Commission on Higher Education. NEW STUDENTS AND NEW PLACES: POLICIES FOR THE FUTURE GROWTH AND DEVELOPMENT OF AMERICAN HIGHER EDUCATION. Hightstown: McGraw-Hill Book Co.
Projects enrollments in higher education to the year 2000 and makes recommendations on institutional growth and diversity, and the need for new institutions and more flexible patterns of participation in higher education.

Christ-Janer, Arland F. "CEEB Seeks 'Non-traditional' Alternatives for Education," COLLEGE AND UNIVERSITY BUSINESS. Vol. 51, No. 4, October, 1971, pp. 56,57.
New College Board agencies are searching for alternative, non-institutional routes to learning and educational reform. These include the Commission on Non-Traditional Study and the Office of External Degree Plans.

"Commission on Non-Traditional Study Develops Action Program," ETS DEVELOPMENTS. Vol. 18, No. 3, Spring, 1971, 4 pp.
Describes the concerns, goals, structure and support of the Commission of Non-Traditional Study, sponsored jointly by Educational Testing Service and the College Entrance Examination Board in the public interest.

Cross, K. Patricia. BEYOND THE OPEN DOOR: NEW STUDENTS TO HIGHER EDUCATION. San Francisco: Jossey-Bass, 1972.
Studies new students who are and will be taking advantage of open-admissions policies--identifies them, analyzes how they will differ from traditional students, indicates what they will expect from higher education.

Dunham, E. Alden. COLLEGES OF THE FORGOTTEN AMERICANS: A PROFILE OF STATE COLLEGES AND REGIONAL UNIVERSITIES. Sponsored by The Carnegie Commission on Higher Education. New York: McGraw-Hill Book Company, 1969, 205 pp.
This is a profile of state colleges and regional universities where there is a rapid movement, largely in the university direction. The author proposes a major innovation in the preparation of college teachers.

Eurich, Alvin C. and the Staff of the Academy for Educational Development. CAMPUS 1980: THE SHAPE OF THE FUTURE IN AMERICAN HIGHER EDUCATION. New York: Delacorte, 1968, 327 pp.
An anthology of forecasts by recognized writers on higher education who look at the campus of 1980. Topics include professionalism, teaching, etc.

Eurich, Alvin C. REFORMING AMERICAN EDUCATION: THE INNOVATIVE APPROACH TO IMPROVING OUR SCHOOLS AND COLLEGES. New York: Harper and Row, 1969, 269 pp.
"A twenty-first century view of American higher education" touches on university cities, sea-grant colleges on floating ocean cities, the revival of philosophy and the humanities to deal with spiritual malaise, learning terminals with graphic tablets and multi-purpose TV type displays, computerized learning, internationalization, and other innovative approaches.

Furniss, W. Todd. "Degrees for Non-Traditional Students: An Approach to New Models," AMERICAN COUNCIL ON EDUCATION SPECIAL REPORT. April 9, 1971, 8 pp.
Paper prepared for the Council's Commission on Academic Affairs and its Committee on Higher Adult Education. Deals with the student approach- the groups of students who are not now well served- and examines programs to discover what characteristics make them unsuitable for particular students. The potential clientele is far broader than programs have allowed for, including Vietnam veterans, professionals needing retraining, etc.

Gould, Samuel B. NEW DIMENSIONS FOR THE LEARNER: A FIRST LOOK AT THE PROSPECTS FOR NON-TRADITIONAL STUDY. New York: The Commission on Non-Traditional Study, September, 1971, 15 pp.
A public statement on the nature and progress of the work of the Commission on Non-Traditional Study during the first six months of its activity. The 26-member Commission is financed by a grant from the Carnegie Corporation and is jointly sponsored by ETS and the College Entrance Examination Board. The Commission is looking into all aspects of non-traditional post-secondary education, including the external degree.

Gould, Samuel B. "A Circle That Includes," Address to the Annual Meeting of the College Entrance Examination Board, New York, October 25, 1971, mimeo, 15 pp.
"The Circle That Includes" is the philosophy of full educational opportunity for the American people and one must examine a whole set of new educational dimensions. In order to include these new populations, there must be new educational agencies, new teacher training, and a total re-examination of the learning process of today. Non-traditional study will be different, but not simpler or easier.

Gould, Samuel B. "The Birth of a Non-Traditional Tradition," Address to the Educational Testing Service's Annual Invitational Conference, New York, October 30, 1971, mimeo, 15 pp.
The Chairman of the Commission of Non-Traditional Study discusses non-traditionalism. He feels there is need for flexibility, individualized learning, increased options.

Greeley, Andrew M; Astin, Alexander W.; Katz, Joseph; and Epperson, David C. "The Newman Report: Four Comments," JOURNAL OF HIGHER EDUCATION. October, 1971, pp. 610-623.
This article contains four critiques of the Report on Higher Education by Frank Newman and others.

Green, Thomas F., "Post-Secondary Education: 1970-1990," DILEMMAS IN AMERICAN POLICY: CRUCIAL ISSUES OF CONTEMPORARY SOCIETY. Syracuse: Syracuse University Publications in Continuing Education. No. 62, November, 1969, pp. 59-84.
A discussion of the post-secondary system including on-the-job training, adult education, museums, art centers, and technical institutes, as well as colleges and universities. In contrast to today's closed system of rigorous credentialism, "extended professionalism" and specialization, a scenario is offered of a new system unrestricted in its offering by states or place.

"Innovations, Part I: 3 Year Degrees, New Flexibility," COLLEGE MANAGEMENT, October, 1971, pp. 20-22.
A description of some institutions of higher education with possibilities for shorter degree programs, e.g., three years. Colleges discussed are San Francisco State, with its CLEP program; George Washington University; the State University of New York; DePauw; Duke.

Knowles, Asa S. and Associates. HANDBOOK OF COOPERATIVE EDUCATION. San Francisco: Jossey-Bass, Inc., 1971, 386 pp.
Describes the philosophy and objectives of cooperative education (combination of classroom instruction with off-campus experience); the development and administration of programs; operating procedures; relevance to special groups; and academic, general and financial administrative practices.

Newman, F. (Task Force Chairman). REPORT ON HIGHER EDUCATION. Washington, D.C.: United States Department of Health, Education, and Welfare, 1971.
Presents fresh insights into the problems and social trends affecting education. The report asserts that our colleges and universities are not fully serving the educational needs of an expanding population of students and raises the issue as to whether all higher education need be academic. It questions the trend toward the growth of large multicampus public systems of higher education and provides disturbing signs that individual campuses are losing their autonomy and their sense of mission. It points out that our colleges exclude and emphasize the value of extending higher education off-campus into homes, neighborhood centers, and places of work.

Pearl, Arthur, "What's Wrong With the New Informalism in Education?" SOCIAL POLICY, March/April, 1971, Vol. 1, No. 6, pp. 15-23.
"The new informalists in education, in the intensity of their reaction to frequently irresponsible, anti-intellectual, traditional classroom regimens, are frequently as blind as the most conservative educators, failing to recognize the real responsibility of teachers in making a democratic society.

Smith, G. Kerry. NEW TEACHING NEW LEARNING: CURRENT ISSUES IN HIGHER EDUCATION 1971. San Francisco: Jossey-Bass, Inc., 1971, 261 pp.
A collection of 27 essays presented at the 26th. National Conference of the American Association for Higher Education which explore the teaching-learning process, the settings and structures that support or impede teaching and learning in American colleges and universities.

Spurr, Stephen H. ACADEMIC DEGREE STRUCTURES: INNOVATIVE APPROACHES. New York: McGraw-Hill, 1970.
One of the reports sponsored by the Carnegie Commission on Higher Education, presents an analysis of the history of academic degrees, the present range of academic degrees, and some recommendations for a future system which would bring some order out of seeming chaos. The book's thesis is that there should be a reasonably systematic outline of degree structures; the number of degree titles should be kept as low as possible; degree structure should be flexible in time; and each degree should represent a definite termination point with no implied assumptions that a further degree is required.

Summerskill, John. WHY EDUCATION? Paper prepared for the Annual Conference of the Western Placement Association, San Francisco, January 19, 1972, 9 pp.
Cites some recent developments in post-secondary external study and factors responsible for these developments. There is also a brief discussion of emerging purposes.

Trotter, Bernard. TELEVISION AND TECHNOLOGY IN UNIVERSITY TEACHING: A REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS, AND THE COMMITTEE OF PRESIDENTS OF UNIVERSITIES OF ONTARIO. Ontario: T.H. Best Printing Company Limited, December, 1970, Bound pamphlet, 84 pp.
Educational technology has not been fully and effectively used in universities (or anywhere else in the educational system for that matter) because it has been kept in a compartment and considered separately from other resources which must or can contribute to the instructional process- the teacher, the student, the library and the laboratory.

United States Office of Education. EDUCATION IN THE SEVENTIES. Washington, D.C.: Office of Program Planning and Evaluation, Planning Paper 68-1, May, 1968, 44 pp.
Projections of enrollments, staff, and expenditures to 1975 for elementary, secondary, and higher education.

Valentine, John A. "The Commission on Non-Traditional Study-Who Needs It?" WESTERN REGIONAL CONFERENCE ON TESTING PROBLEMS: PROCEEDINGS, 1971. Princeton: Educational Testing Service, pp. 32-40.
Discusses the historical roots and support for the Commission on Non-Traditional Study; the structure of the Commission's six sub-committees; and the Commission's work ahead.

ADULT, CONTINUING EDUCATION

Alford, Harold J. CONTINUING EDUCATION IN ACTION: RESIDENTIAL CENTERS FOR LIFELONG LEARNING. New York: John Wiley and Sons, Inc., 1968, 153 pp.
A description of the growth, development, and purposes of 10 residential adult-learning centers, sponsored by the W.K. Kellogg Foundation. Increasing numbers of people from all walks of life attend long or short term-seminars, conferences or courses in these centers. Helpful to universities that contemplate establishment of centers for continuing education.

Carroll, Ann-Marie, ed., in cooperation with the ERIC Clearinghouse on Adult Education. CONTINUING EDUCATION FOR ADULTS. Syracuse, New York: University College, Syracuse University, No. 154, 4 pp.
A discussion of correspondence study in multimedia learning systems, using the Open University, the Articulated Instructional Media Experiment at the University of Wisconsin, and the College Proficiency Examination Program in New York State, as examples.

DEGREE PROGRAMS FOR THE PART-TIME STUDENT: A PROPOSAL. A report of the President's Task Force on the Extended University, Berkeley: University of California, November, 1971, 39 pp.
The findings and recommendations of a task force concerned with degree education for part-time students at The University of California are published in this report.

Everly, Jack C. MASS MEDIA IN COOPERATIVE EXTENSION: A REVIEW OF RECENT LITERATURE. ED 047 236.
A brief account is given of current evaluative and research activity by Cooperative Extension personnel as they try to assess the role of mass media in environmental education and a growing range of other areas. A bibliography of 87 references is provided.

THE FIFTH ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION, 92nd. Congress, 1st. Session. Washington, D.C.: U.S. Government Printing Office, 1971, 65 pp.
Contains recommendations and reports from the National Advisory Council on Extension and Continuing Education related to the community service and continuing education programs which are federally supported.

Hoppe, William A., ed. POLICIES AND PRACTICES IN EVENING COLLEGES 1969. Metuchen, New Jersey: Scarecrow Press, 1969, 253 pp.
This volume reports on a survey of policies and practices in evening colleges carried out by the Research Committee of the Association of University Evening Colleges. In addition to a general summary, policies and practices for individual institutions are described in the following areas: admissions, fees, faculty and faculty recruitment, scheduling, research, and student recruitment.

Houle, Cyril O. CONTINUING YOUR EDUCATION. New York: McGraw-Hill, 1964, 183 pp.
For general information about how study on one's own as an adult, this book is a good place to begin. Contains practical advice about how to organize one's time for most effective results, how to teach oneself to read more easily, and how to improve one's writing skills. Although intended for the potential adult student, it is useful for younger people and counselors.

Johnstone, John W.C., and Rivera, Ramon J. VOLUNTEERS FOR LEARNING. Chicago: Aldine, 1965, 624 pp.
Detailed report of a massive National Opinion Research Center study on adult education in America, begun in 1962 and sponsored by the Carnegie Corporation. Reviews the extent and nature of adult participation in continuing education, including a national survey of the educational activities of the adult population, and an intensive study of the reactions of adults to continuing education.

Kidd, J.R. HOW ADULTS LEARN. New York: Association Press, 1960, 324 pp.
Describes, in a most readable fashion, research findings on attitudes, motivations, conditionings, productive learning environments, evaluations of accomplishments, and other relevant factors in learning patterns of adults.

Knowles, Malcolm S. HIGHER ADULT EDUCATION IN THE UNITED STATES. Washington, D.C.: American Council on Education, 1969, 105 pp.
This overview of higher education provides a comprehensive assessment of the present state of the field. Among topics: a historical synopsis, changes in curriculum and teaching, organization and administration, personnel, and financial policies. The annotated bibliography provides extensive material for further reading.

Liveright, A.A. A STUDY OF ADULT EDUCATION IN THE UNITED STATES. Boston: Boston University Center for the Study of Liberal Education for Adults, 1968, 138 pp.
A response to the U.S. Commissioner of Education's invitation to look at adult education programs in America, in order to set a focus on unmet needs and recommend appropriate action by the federal government. It examines social, economic and technological trends and their implications for education-especially adult education; the nature and extent of federal activities in adult education; and recommendations for action.

Niemi, John A., and Anderson, Darrell V. TELEVISION: A VIABLE CHANNEL FOR EDUCATING ADULTS IN CULTURALLY DIFFERENT POVERTY GROUPS?--A LITERATURE REVIEW. ED 048 550.
Recent research findings on the effectiveness of educational television (ETV) with adults in culturally different poverty groups are presented.

Power, Hilton M. MASS MEDIA IN PUBLIC AFFAIRS ADULT EDUCATION: A REVIEW OF THE LITERATURE. ED 042 075.
This review examined the major evidence as to the extent and effectiveness of public affairs education provided by, or in conjunction with, the mass media. A table and 56 references are included.

Sanders, H.C., et. al., ed. THE COOPERATIVE EXTENSION SERVICE. Englewood Cliffs, New Jersey: Prentice-Hall, 1966, 436 pp.
This reference, authored by 41 specialists, presents a thorough examination of the cooperative extension service. It covers: historical development, functions and objectives, and organizational arrangements; contributions of the behavioral sciences to extension work; program development, planning and effecting change, reporting and public relations, personnel training, and future trends. Each section is supplemented with extensive bibliographies.

Traver, Jimmy Lee. STUDY OF ADULT DEGREE PROGRAMS IN SELECTED AMERICAN COLLEGES AND UNIVERSITIES. Salt Lake City: Utah University, 1969.
This study investigated the extent of the interest in and needs of adult citizens of the Greater Metropolitan Salt Lake City area insofar as adult degree programs were concerned. It included a thorough analysis of adult degree programs currently in operation in American colleges and universities, with implications for adoption of such programs at the University of Utah.

University of South Florida (Center for Continuing Education and College of Liberal Arts), and State University System of Florida. PROCEEDINGS OF A NATIONAL CONFERENCE ON SPECIAL ADULT DEGREE PROGRAMS: GENERAL TELEPHONE CONFERENCE FACILITY. Tampa: University of South Florida, January 28-30, 1970, pamphlet, 80 pp.
Summarizes the proceedings from a telephone conference on Special Adult Degree Programs.

CORRESPONDENCE, HOME STUDY

Carroll, Ann-Marie, ed. "Correspondence Study in Multimedia Learning Systems." CONTINUING EDUCATION FOR ADULTS. No. 154, Syracuse: University College of Syracuse University and ERIC Clearinghouse of Adult Education, 1970, 4 pp.
Deals with correspondence education as well as multimedia learning systems. Three programs are discussed which use multi media systems- the Open University, the Articulated Instructional Media Experiment at the University of Wisconsin, and the College Proficiency Examination Program in New York State.

Christensen, Edward L; Mackensie, Osian; and Rigby, Paul H. CORRESPONDENCE INSTRUCTION IN THE UNITED STATES. New York: McGraw-Hill, 1968, 261 pp.
Describes how correspondence courses are constructed, how effective instructors operate, and how to make evaluations. Contains useful information regarding new developments; TV instruction plus follow-up lessons by correspondence; lectures by telephone plus correspondence, and so forth.

Educational Testing Service. "Home Study Programs," EDUCATION RECAPS. Vol. 9, No. 9, 1970, p. 14.
Some facts are included in this article about home study programs made known by the National Home Study Council. Some of the major problems in the regulation of home study schools are listed.

Erdos, Renee, ed. PROCEEDINGS OF THE EIGHTH INTERNATIONAL CONFERENCE OF THE INTERNATIONAL COUNCIL ON CORRESPONDENCE EDUCATION. Paris: UNESCO House, May, 19-23, 1969, 297 pp.
Contains papers from the conference of the International Council on Correspondence Education. Deals with recent developments in external studies and correspondence instruction in Australia, developing countries of the British Commonwealth, France, United States, Europe and Japan.

Harter, Donald. REACTION OF SUNY STUDENTS TOWARD INDEPENDENT STUDY COURSES. New York: SUNY, December, 1969, ED 035 815, 31 pp.
This study sought student appraisals of subject matter and administrative procedures in SUNY correspondence courses. Interviews were conducted with 90 persons on effectiveness, assets, as well as drawbacks.

Harter, Donald. WHY SUNY STUDENTS FAIL TO COMPLETE INDEPENDENT STUDY COURSES. New York: State University of New York, December, 1969, ED 035 814, 37 pp.
A questionnaire survey of 364 correspondence course dropouts in New York State. They gave reasons for enrolling and discontinuing. The findings showed, among other things, a need for better counseling.

MacKenzie, Ossian; and Christensen, Edward L., ed. THE CHANGING WORLD OF CORRESPONDENCE STUDY: INTERNATIONAL READINGS. University Park: The Pennsylvania State University Press, 1971, 376 pp.
The editors have compiled materials from many sources to provide a far-reaching study of the purposes, problems, and potentials of correspondence course and home study education. Explores the background, the early experiments, and the current trends in this method of education.

MacKenzie, Ossian; Christensen, Edward L; and Rigby, Paul H. CORRESPONDENCE INSTRUCTION IN THE UNITED STATES. New York: McGraw-Hill, 1968, 261 pp.
Presents a comprehensive evaluation of the potential of this mode of education. Traces the origin and development of private and university sponsors of correspondence programs, and discusses present problems in finance, staffing, public relations, credit, and accreditation, and offers a model for course evaluation.

Mathieson, David E. CORRESPONDENCE STUDY: A SUMMARY REVIEW OF THE RESEARCH AND DEVELOPMENT LITERATURE. ED 047 163, 108 pp.
Beginning with a historical review of correspondence schools under various auspices, this literature review covers accreditation and licensing problems, general characteristics of students, educational methods and course design, patterns of student achievement and completion, and innovations in correspondence methodology. Annotated chapter bibliographies contain 164 references.

United States Armed Forces Institute. ACTIVITY REPORT, CALENDAR YEAR, 1969. Madison: USAFI, 1970.
Expressly for persons with limited time in which to review the wide variety of activities and programs conducted through USAFI for members of the Armed Forces. The central emphasis is on continuing USAFI concern with nonstarts, dropouts, and stay-ins.

Wedell, E.G. STUDY BY CORRESPONDENCE-AN ENQUIRY INTO CORRESPONDENCE STUDY FOR EXAMINATION FOR DEGREES AND OTHER ADVANCED QUALIFICATIONS. Manchester: Manchester University, 1969, ED 031 637, 392 pp.
Centers on the extent of adult correspondence study in Great Britain, student objectives, reasons for success or failure in studying for the General Certificate of Education, higher degrees, and other advanced qualifications. Also includes a bibliography, research review, statistical appendixes, notes on questionnaire scoring, enrollment records, and surveys of correspondence education in seven European countries.

CREDIT BY EXAMINATION AND GUIDANCE

Altman, Robert A., and Jones, J. Quentin, ed. CREDIT BY EXAMINATION PROCEEDINGS FROM WORKSHOPS IN THE WEST. Colorado: Western Interstate Commission for Higher Education, June, 1971, Pamphlet, 69 pp.
Papers from three workshops on credit by examination are included in this report. The workshops, sponsored by WICHE and CEEB, were held to provide a forum for discussion of possibilities of using credit by examination at western colleges and universities.

American Council on Education, Commission on Accreditation of Service Experience. OPPORTUNITIES FOR EDUCATIONAL AND VOCATIONAL ADVANCEMENT. Washington, D.C.: American Council on Education, 1965.
A description of the GED (General Educational Development) testing program, the Comprehensive College Testing Program (predecessor of the College Entrance Examination Board's College-Level Examination Program), and the courses and tests offered by the United States Armed Forces Institute.

Carver, Fred D. "A Re-Entry Route for Yesterday's Dropouts," ADULT LEADERSHIP, April, 1967, pp. 357-358.
A report on the use of the General Educational Development Tests by the U.S. Armed Forces Institute.

Center for the Study of Liberal Education for Adults. COLLEGE WITHOUT CLASSES: CREDIT THROUGH EXAMINATIONS IN UNIVERSITY ADULT EDUCATION. Brookline, Mass: CSLEA, 1961, ED 030 042, 46 pp.
This survey of member institutions of the Association of University Evening Colleges and the National University Extension Association sought to determine the prevalence of giving credit or advanced standing by exams, what instruments are used for such purposes, the application of credit or advanced standing to either technical or general (liberal arts) education, attitudes for or against testing devices, and faculty opinion.

College Entrance Examination Board. COLLEGE ADVANCED PLACEMENT POLICIES, 1971. New York: College Entrance Examination Board, 1971, bound, 84 pp.
An annually revised book listing the Advanced Placement policies of more than 900 colleges and identifying formal participants in the Program. The entry for each college gives the name of the college and the lowest Advanced Placement Examination grade the college will normally accept for advanced placement or credit, or both, in 19 examinations.

College Entrance Examination Board. A GUIDE TO THE ADVANCED PLACEMENT PROGRAM. Princeton: College Entrance Examination Board, 1971-72, 38 pp.
This booklet describes the background and operation of the Advanced Placement Program, the role of the schools, the role of the colleges, and other relevant information. The Advanced Placement Program is based on the observed facts that many young people can complete college-level studies while they are in secondary school, and on the desire of schools and colleges to recognize these experiences.

College Entrance Examination Board. 1970-72 ADVANCED PLACEMENT COURSE DESCRIPTIONS. New York: College Entrance Examination Board. 1970, bound, 196 pp.
Contains descriptions of the recommended program courses and of the examinations based on them. Illustrative examination questions are included.

College Entrance Examination Board. COMPARATIVE GUIDANCE AND PLACEMENT PROGRAM: A PROGRAM FOR TWO-YEAR COLLEGES AND VOCATIONAL-TECHNICAL INSTITUTES 1971-72. Princeton: College Entrance Examination Board and Educational Testing Service, 1971, 18 pp.
The CGP is designed for students who are entering 2-year colleges and vocational-technical institutes. By collecting and analyzing information about each student's interests, background, abilities, and plans, the program provides a basis for sound guidance. By summarizing information about groups of students, it provides a basis for institutional study and planning.

College Entrance Examination Board. COMPARATIVE GUIDANCE AND PLACEMENT PROGRAM: TECHNICAL HANDBOOK. Princeton: College Entrance Examination Board, 1971, 1972.
A compilation of technical data about the Comparative Guidance and Placement Program available in the winter of 1972.

College Entrance Examination Board. A COUNSELOR'S GUIDE TO COMPARATIVE GUIDANCE AND PLACEMENT PROGRAM, 1971-72. Princeton: College Entrance Examination Board by Educational Testing Service, 1971, 47 pp.
Intended for educational and vocational planning, CGP is a program of inventories and tests for gathering information about the student's abilities, interests, and needs. This Guide explains the scores and other results of the CGP battery, how they are reported to students and institutions, and how they can be interpreted to students.

Commission on Accreditation of Service Experiences. COLLEGE ACCREDITATION POLICIES FOR NON-TRADITIONAL EDUCATION: FORMAL MILITARY SERVICE SCHOOL COURSES, USAFI COURSES-ADMISSION BASED ON GED TESTS. Bulletin No. 11, Washington, D.C.: American Council on Education, September, 1970, pamphlet, 46 pp.
The Commission on Accreditation of Service Experiences conducted a survey of 1,728 institutions asking: whether the institution permitted credit for formal service school courses; whether the institution permitted credit for USAFI courses; and whether the institution admitted non-high-school-graduates with GED test scores.

Hangartner, Rev. Carl A. "College Credit Equivalency and Advanced Standing," NURSING OUTLOOK, Vol. 14, No. 5, May, 1966, pp. 30-32.
Speaking at the National League for Nursing Conference on Baccalaureate Education, Father Hangartner suggested that measureable goals can be established for the outcomes of educational programs, and that students can be evaluated against such goals to determine what more they need to learn, rather than to equate their past learning with certain prescribed course offerings.

Hedrick, J.A. "College Credit by Examination," JOURNAL OF HIGHER EDUCATION. Vol. 31, No. 4, 1960, p. 212.
A report of a questionnaire study on the policies of 301 colleges and universities in the North Central Association regarding granting credit by examination.

Kurland, Norman D. COLLEGE CREDIT BY EXAMINATION FOR OFF-CAMPUS STUDY. Unpublished report prepared for the College Entrance Examination Board, April, 1964.
A consultant's review of the need of and possibilities for developing an examination system for people who do college-level work outside of regular college programs.

Kurland, Norman D. "College Credit for Off-Campus Learning," NURSING OUTLOOK, Vol. 14, No. 5, May, 1966, pp. 33-35.
A review for the NLN Conference on Baccalaureate Education of the emerging idea of recognition for out-of-course learning, and a brief history of the development of the New York College Proficiency Examination Program.

Levine, Harold G. "Career Ladders and Equivalency Examinations: What Does It All Mean?" AMERICAN JOURNAL OF MEDICAL TECHNOLOGY. Vol. 35, No. 11, November, 1969, pp. 714-720.
When individuals have mastered skills outside of formal educational programs, they should receive credit for them. The idea, however, is difficult to implement.

Lieberman, Bernhardt, and Wycoff, Deborah. NATIONAL BACCALAUREATE EXAMINATIONS: A PROPOSAL FOR A DRASTIC CHANGE IN THE CONDUCT OF UNDERGRADUATE EDUCATION. Pittsburgh: The University of Pittsburgh. March, 1970, pamphlet, 18 pp.
A proposal that our present system of collegiate and undergraduate university education be supplemented and that students be permitted to earn a baccalaureate degree by passing a series of objective, short-answer examinations constructed by ETS. The reasons: the public and the legislators seem no longer willing to support the expensive educational facilities which have been developed.

NEW YORK COLLEGE PROFICIENCY EXAMINATION PROGRAM. Albany: State University of New York, State Education Department, ED 017 858, 1967, 135 pp.
This program was developed by the State Education Department to open up the state's educational opportunities to those who had acquired college-level knowledge in ways other than through regular classroom attendance. Faculty members of colleges in New York draw up questions, rate answers and determine levels of performance needed to achieve a satisfactory grade.

NEW YORK COLLEGE PROFICIENCY EXAMINATION PROGRAM. Albany: State University of New York, 1970, ED 042 424, 109 pp.
This report discusses the New York College Proficiency Examination Program: who can take exams, credit allowances, grades required, requirements for various certificates, etc. Several study aids are suggested: reading lists, study guides, correspondence courses, TV courses, and adult education courses; with a list of special adult degree programs.

Solomon, Robert J. "Giving Credit Where It's Due," EDUCATIONAL RECORD, Vol. 51, No. 3, Summer, 1970, pp. 301-304.
Independent study and credit by examination leading to the external degree is not a new concept in higher education, but neither is it widely accepted. There is an opportunity for institutions to meet some of their current challenges including increasing costs, open enrollments, continuing education, by adopting "procedures that would enable individuals to earn a degree without, perhaps, taking a single formal course..."

Turner, Cornelius P., ed. A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES: FORMAL SERVICE SCHOOL COURSES, CREDIT AND ADVANCED STANDING BY EXAMINATION. Washington, D.C.: American Council on Education, 1968, 527 pp.
Provides a sound appraisal of the various training programs of the Armed Forces of the United States, including individual sections on the Air Force, Army, Coast Guard, Marine Corps, the Navy, and the Department of Defense. Also describes the two national testing programs for the evaluation of adult service achievement at specific educational levels: the GED Testing Program and CLEP.

University of the State of New York. COLLEGE CREDIT FOR WHAT YOU KNOW: COLLEGE PROFICIENCY EXAMS. Albany: State Education Department, 1971, pamphlet.
The pamphlet discusses the College Proficiency Examination Program of the Regents of the State of New York. It states the following: who is elegible; how to obtain credit; how to meet requirements for teachers, foreign languages, nursing sciences and health education sciences; testing dates; fees; testing centers; subjects; and addresses.

Venn, Grant. "Man, Education, and Work," POST-SECONDARY VOCATIONAL AND TECHNICAL EDUCATION. Washington, D.C.: American Council on Education, 1964.
One of the major issues considered in this study is this: "How can learning, regardless of how or where achieved, be given equivalent educational credit?"

COLLEGE LEVEL EXAMINATION PROGRAM

Allyn, Nathaniel C. "Evaluating Adults for Further Study," Paper presented at the National Seminar on Adult Education Research, Toronto, February, 1969, ED 026 612, 4 pp.
This paper, presented at the National Seminar on Adult Educational Research, describes two types of CLEP examinations to evaluate the non-traditional educational background of adults wishing to pursue college level studies. Colleges are using these exams for admission, placement, and other purposes.

Allyn, Nathaniel C. "College Credit by Examination," NURSING OUTLOOK, Vol. 17, No. 4, April, 1969, pp. 44-46.
A description of the College-Level Examination Program of the College Entrance Examination Board.

Arbolino, Jack N. THE COUNCIL ON COLLEGE-LEVEL EXAMINATIONS. New York: College Entrance Examination Board, 1965.
This background report documents the need for methods of evaluating off-campus learning for academic credit and presents a plan for development of a College-Level Examination Program, by the College Entrance Examination Board.

Burnette, Richard R. "Developing and Implementing Credit by Examination," COLLEGE BOARD REVIEW, Vol. 81, Fall, 1971, pp. 26-28.
Florida Southern University has developed and implemented a policy of granting credit for a number of courses by successful completion of CLEP examinations.

College Entrance Examination Board. COLLEGE-LEVEL EXAMINATION PROGRAM: BULLETIN OF INFORMATION FOR CANDIDATES. Princeton: Educational Testing Service, September, 1971-December, 1972, Pamphlet, 52 pp.
Describes the CLEP concept and tests which are useful to colleges and universities in awarding college credit for undergraduate equivalent work. This booklet is also useful to individual students who wish to learn of opportunities for evaluating learning from correspondence courses, TV, on-the-job training, etc. Contains details on tests, test dates, centers, and registration.

College Entrance Examination Board. COLLEGE-LEVEL EXAMINATION PROGRAM: A DESCRIPTION OF THE GENERAL EXAMINATIONS. Princeton: Educational Testing Service, 1971, 23 pp.
Describes the General Examinations, one of three series of tests offered in the CLEP program. Includes information about the program, the nature and objectives of the examinations, how scores are reported, and the background and preparation needed. Specific descriptions are given with sample questions for each of the General Examinations in English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences-History.

College Entrance Examination Board. COLLEGE-LEVEL EXAMINATION PROGRAM: A DESCRIPTION OF THE SUBJECT EXAMINATIONS. Princeton: Educational Testing Service, 1970, 70 pp.
Presents a complete description of the Subject Examinations, another in the three series of tests offered in the CLEP program. Discusses the program, the nature and objectives of the examinations, how scores are reported, and the background and preparation needed for each of the 28 subject examinations given.

College Entrance Examination Board. COLLEGE-LEVEL EXAMINATION PROGRAM: SCORE INTERPRETATION GUIDE. Princeton: Educational Testing Service, 1967, 40 pp.
This guide is intended to provide information that will be helpful in the interpretation and use of scores on the CLEP examinations. There is discussion of the kinds and uses of score information, the norms for the General and Subject Examinations, validity, reliability, and other aspects of the examinations.

College Entrance Examination Board. CLEP MAY BE FOR YOU. New York: College Entrance Examination Board, 1972.
Describes the purpose and principal features of the College Level Examination Program, including capsule descriptions of each examination currently offered. Intended to help the reader reach a preliminary decision as to whether or not CLEP has something for him and, if he decides that it has, to tell him how to pursue this possibility.

Fagin, Margaret C. "CLEP Credit Encourages Adults to Seek Degrees," COLLEGE BOARD REVIEW, Vol. 81, Fall, 1971, pp. 18-22.
The results of an experimental CLEP testing program with 319 women in the University of Missouri-St.Louis Extension Division.

Reich, David L. "A Public Library Becomes a CLEP Learning Center," COLLEGE BOARD REVIEW, Vol. 81, Fall, 1971, pp. 29-31.
The Dallas Public Library, in cooperation with Southern Methodist University, has organized a center for independent study where students can prepare for college credit by CLEP examinations.

Stetson, Robert F. "Getting a Head Start on College," COLLEGE BOARD REVIEW, Vol. 81, Fall, 1971, pp. 23-25.
Describes the Faculty Scholars Program at Florida Atlantic University through which selected high school graduates can earn up to one year's university credit by CLEP examinations.

Whitaker, Urban. PROBLEMS AND POTENTIALITIES OF CLEP: SAN FRANCISCO STATE COLLEGE AS A CASE STUDY. Paper presented at the Fifth Invitational Workshop on Credit by Examination, CEEB and WICHE, San Francisco, November 3, 1971, 17 pp.
San Francisco State College began accepting CLEP General Examination credits in the fall of 1967 but a major CLEP testing experiment was undertaken with the fall 1971 freshman class. Results, potentialities, and problems are discussed.

EXTERNAL DEGREE PROGRAMS

Allen, James E. AN OPEN UNIVERSITY/EXTERNAL DEGREE PROGRAM FOR MASSACHUSETTS. Princeton, New Jersey: Woodrow Wilson School, October 12, 1971, 26 pp.
This is a companion report to that prepared at M.I.T. regarding an Open University for Massachusetts. In this document the late Dr. Allen presents recommendations for a possible organizational structure.

Arbolino, Jack N., and Valley, John R. "Education: The Institution or the Individual," CONTINUING EDUCATION, Vol. 3, No. 4, 1970, pp. 6,55.
Proposes the establishment of a National University which would award degrees based upon examination, without residency requirements. As arguments in favor of their proposal the authors emphasize the cost of present structural models of higher education and their inflexibility in meeting needs of non-traditional students.

Baskin, Samuel. UNIVERSITY WITHOUT WALLS. Yellow Springs, Ohio: Union for Experimenting Colleges and Universities, July, 1971, 8 pp.
This is a proposal for an experimental degree program in undergraduate education in which twenty institutions are taking part.

Boyer, Ernest L. and Keller, George C. "The Big Move to Non-Campus Colleges," SATURDAY REVIEW, Vol. 54, No. 29, July 17, 1971, pp. 46-49, 58.
Innovators in higher education are concerned now in not where or for how long a student goes to college but what happens to him intellectually during his collegiate years. There are four off-campus and non-campus schemes for acquiring knowledge in a non-traditional way: the off-campus learning opportunities such as the junior year abroad or the VISTA program; education off-campus, over a longer time period such as the Open University in Britain; the New York State Education Department's external degree program; and the new Empire State College.

CHICO STATE COLLEGE EXTERNAL DEGREE PROGRAM. BULLETIN OF SHASTA COLLEGE. Redding, California: Shasta College, 1971-72, 28 pp.
Contains information on admissions, curriculum, requirements, etc., for students interested in studying for external degrees in northeastern California.

Christ-Janer, Arland. "Panel 14: The External Degree," NATIONAL ACAC JOURNAL, Vol. 16, No. 3, pp 5,6.
Promising avenues for change and reform lie in concepts of non-traditional study. Much of what is non-traditional can be incorporated into existing institutional programs but simply repackaging the existing 120 hours of instruction will not be the solution.

"College Credits for Life Experiences," SCHOOL AND SOCIETY, Vol. 99, No. 2334, Summer, 1971, pp. 271-272.
There is a special baccalaureate degree program at Brooklyn College, a program that gives adults credit for "life experiences". The article lists characteristics for admission.

"Degrees by Examination," SATURDAY REVIEW, Vol. 53, No. 42, October 17, 1970, pp. 64-65.
The New York State Board of Regents themselves will award college degrees solely on the basis of a series of exams. This external degree program is available to students residing outside New York State as well.

"A Different Type of College: It Comes To the Student," U.S. NEWS AND WORLD REPORT, October 4, 1971, pp. 40-42.
Now degrees can be earned by students who never, or only briefly, set foot inside a university. External degree programs, such as those cited in this article, offer wider educational opportunities to those who want to study at home.

Doran, Bernadette. "The External Degree Program: Credits Without Classes," COLLEGE AND UNIVERSITY BUSINESS, Vol. 51, No. 4, October, 1971, pp. 58-60.
The external degree enables the students to bypass relearning what they already know and begin studying what they want to know. This article includes descriptions of external degree programs, and the role of the College Board, and the Commission of Non-Traditional Study, funded by the Carnegie Corporation.

Dyer, H.S., and Valley, J.R. CREDIT FOR OFF-CAMPUS ACHIEVEMENT. Princeton: Educational Testing Service, October, 1962.
This paper proposes a program to give direction and substance to the efforts of people engaged in off-campus studies by providing comprehensive examinations aimed at giving academic credit for such studies.

EMPIRE STATE COLLEGE BULLETIN. Saratoga Springs, New York: Empire State College, 1971-72, 52 pp.
Statement of educational philosophy and instructional procedures for the new Empire State College which was established "in response to the urgent need to provide new and flexible approaches to education."

Eurich, Nell, and Schwenkmeyer, Barry. GREAT BRITAIN'S OPEN UNIVERSITY: FIRST CHANCE, SECOND CHANCE, OR LAST CHANCE? New York: Academy for Educational Development, Inc , Augues 19, 1971, pamphlet, 31 pp.
An analysis of the Open University in Great Britain. The Open University, through a unique blend of television, radio, correspondence instruction, and local study centers, proposes to offer any adult seeking higher education the chance to earn a degree equal in quality to those from the best British universities and at a cost to the nation and the student far below the standard forms of instruction.

Feinsot, Aaron and Sigel, Efrem. BREAKING THE INSTITUTIONAL MOLD. White Plains, New York: Knowledge Industries Publications, Inc, 1971, 104 pp.
A comprehensive analysis of alternative systems for post-secondary/higher education with special attention to issues and trends which would be important to educational publishers.

Furniss, W. Todd. "External Degrees: An Initial Report," AMERICAN COUNCIL ON EDUCATION REPORT. Washington, D.C.: American Council on Education, February 26, 1971, 4 pp.
This brief and concise report lists some of the current literature, grants, and programs for external degrees. Then basic models for certifying institutions are discussed, e.g., instruction leading to degrees, transfer models and credit by examination.

Hanrott, F.G. "Degrees for Workers," NEW SCIENTISTS. January, 1969.
The registrar and secretary of the British Council for National Academic Awards describes their program for awarding advanced research degrees to individuals at institutions other than universities, individuals who do not possess the usual entry qualifications for an advanced degree.

"Innovations, Part III: Students Enroll In Without Walls University," COLLEGE MANAGEMENT, October, 1971, pp. 26-29.
New nonresidential colleges are intended to provide more educational options for both young and old who do not want to attend a regular college on the usual basis. Empire State College, Union for Experimenting Colleges, and its new University Without Walls program, and Shaw University's programs are discussed.

Maclure, Stuart. "England's Open University: Revolution at Milton Keynes," CHANGE: THE MAGAZINE OF HIGHER EDUCATION, Vol. 3, No. 2, March/April, 1971, pp. 62-68.
A survey of the history, present operations, and the prospects of the Open University. The enrollment could be more than 100,000 in 5-6 years, but the dropout rate is also expected to be high.

Martin, W.T. THE OPEN UNIVERSITY OF THE UNITED KINGDOM. Cambridge, Massachusetts: Institute of Technology. August 19, 1971, 57 pp.
This comprehensive account of England's Open University concerns: history, philosophy, facilities, admissions, program, degrees, methods of instruction, costs, budget, administration, faculty, preparation of materials, educational technology, testing and evaluation, marketing of open university materials.

Mayhew, Lewis B. "Can Undergraduate Independent Study Courses Succeed?" COLLEGE BOARD REVIEW, No. 79, Spring, 1971, pp. 26-30.
This paper contains some generalizations from research on success of independent study versus the lecture-discussion method with negative findings for independent study. There is discussion of various factors needed to make independent study successful.

Nyquist, Ewald B. THE EXTERNAL DEGREE: CHALLENGE AND OPPORTUNITY. Paper presented to 33rd. Annual Convention, Association of University Evening Colleges, November 1, 1971, Des Moines, Iowa.
The Commissioner of Education for New York State reviews the new Regents' Degree Program which allows students to register and study for degrees on an external basis. Degree credits are given for successful completion of New York's College Proficiency Examination or the College Level Examination Program (CLEP).

Nyquist, Ewald B. "Society's Emphasis on Credentials Suggests College Degree Equivalency Program." COLLEGE AND UNIVERSITY JOURNAL, Vol. 10, No. 1, January, 1971, 23 pp.
"We are a strongly credential society, and it will be sometime before employers will have the courage to hire people on the basis of what they know rather than on what degrees and diplomas they hold." Some formal and official means must be found to assess and to recognize the attainments of people who are either wholly or partly self-educated and who constitute an abundant, new nontraditional learning force in our society. The University of the State of New York awards undergraduate degrees to those who are able to demonstrate that they possess knowledge.

THE OPEN UNIVERSITY. A preliminary report prepared for the Massachusetts Board of Higher Education. Boston: Massachusetts Institute of Technology, September 15, 1971, 60 pp.
A preliminary report which explains the need for a new form of higher education in Massachusetts and summarizes the salient characteristics of the proposed university.

Pifer, Alan. "Is It Time for an External Degree?" COLLEGE BOARD REVIEW, Winter, 1970-71, No. 78, pp. 5-10.
Pifer discusses the need and rationale for the external degree, describes programs in Australia, South Africa, and Great Britain, and surveys current American attitudes and experiments. He outlines a proposal for an instructional program involving the establishment of a new private college operating with contract support from the state and a nucleus of full-time faculty responsible for curriculum, and instruction through programmed correspondence graded by computers.

Policy Institute of Syracuse University Research Council. NEWSLETTERS ON EXTERNAL DEGREE PROGRAMS. Syracuse, New York: Syracuse University.
Periodic newsletters concerned with external degree developments in central New York State, including costs, new educational technologies, existing mid-career training programs, availability of space for instruction, instructional talent.

PROPOSAL FOR AN EXTERNAL DEGREE PROGRAM IN THE STATE OF NEW JERSEY. Trenton: Department of Higher Education, State of New Jersey, November, 1971, 28 pp.
New Jersey has announced an independent study degree program for the residents of New Jersey which would permit students to complete part or all of their work without formal attendance at a campus. The program will rely heavily on credit by examination, including tests of the New York State Department of Education and the College Level Examination Program (CLEP).

Rauh, Morton A. THE ADVANTAGES OF WORK-STUDY PLANS. New York: Academy for Educational Development, 1971.
Discusses the possible economic and educational advantages of college programs in which students spend part of the year off-campus in job, travel, or independent study.

Semas, Philip W. "'Open University' Programs Gain Favor in U.S.," THE CHRONICLE OF HIGHER EDUCATION, November 29, 1971, 1 p.
The idea of enabling students to earn college degrees without ever setting foot on a college campus is gaining momentum across the country. Experimental and innovative programs in different parts of the United States are reviewed.

Summerskill, John. THE EXTERNAL DEGREE: IMPLICATIONS FOR THE PROFESSIONS. Paper presented to the 68th. Annual Congress on Medical Education, Chicago, February 5, 1972, 8 pp.
Reviews some recent developments in programs for external study for university degrees and suggests some implications for professional education.

Sweet, David E. and Moore, Douglas R. MINNESOTA METROPOLITAN STATE COLLEGE-PROSPECTUS. St. Paul, Minnesota: Minnesota Metropolitan State College, August 1, 1971, 21 pp.
Describes purposes, organization, proposed procedures for the new state college which recently opened in Minnesota. The college is explicitly experimental with special attention to new modes of instruction for students who learn in and out of school in an urban environment.

Troutt, Roy. SPECIAL DEGREE PROGRAMS FOR ADULTS: EXPLORING NONTRADITIONAL DEGREE PROGRAMS IN HIGHER EDUCATION. Iowa City: American College Testing Program Publications, 1971, 69 pp.
Defines the need for special educational programs for different types of students. There is an excellent summary chapter on the development of programs including objectives and special features with detail on the University of Oklahoma Special Degree Programs.

Union for Experimenting Colleges and Universities. UNIVERSITY WITHOUT WALLS, A SUMMARY STATEMENT OF A PROPOSAL FOR AN EXPERIMENTAL DEGREE PROGRAM IN UNDERGRADUATE EDUCATION. Yellow Springs, Ohio: Antioch College, July, 1971, pamphlet, 8 pp.
An alternative plan for undergraduate instruction called University Without Walls is being developed by the Union for Experimenting Colleges and Universities (20 institutions). Self-direction in learning is emphasized to produce 'life-long learners'.

UNIVERSITY OF HAWAII NEWS RELEASE, October 19, 1971.
The University of Hawaii is considering a new kind of degree program combining aspects of the open unviersity and the external degree. The program would be designed for mature students, would operate without a physical campus, would capitalize on educational television and self-study techniques.

Valentine, John A. "The External Degree," Paper presented to the Middle States Associations of Colleges and Secondary Schools, Atlantic City, December 2, 1971; The California State Colleges Conference on External Degree Programs, Pomona, California, December 17, 1971; and the American Association of Colleges, Washington, D.C. January 10, 1972. New York: The College Entrance Examination Board, 1972, 14 pp.

A survey of the external degree programs in England and the United States which are underway or soon to be underway. The last portion of the paper deals with the "backdrop" influencing the design of these new programs.

Valley, John R. "Models of External Degree Programs: A Working Paper for the Models Sub-Committee of the Commission on Non-Traditional Study." Princeton: Educational Testing Service, October, 1971.
Describes six major models of external degree programs. The purpose is to call attention to the range of approaches to academic degrees that have been invented, in an organized and systematic way.

Walsh, John. "The Open University:Breakthrough for Britain?" SCIENCE. Vol. 174, pp. 675-678.
This is a thorough, readable account of Britain's Open University describing its unique characteristics, where the idea of the Open University evolved, its curriculum, and its strengths and weaknesses.

Wood, Clifford, ed. THE OPEN SCHOOL: SUPPLEMENT TO FINAL REPORT OF THE GOVERNOR'S COMMISSION ON EDUCATION. Madison, Wisconsin: Document Office State Capitol, January, 1971, 52 pp.
Contains recommendations of the Open School Task Force of the State of Wisconsin. Discusses the concept and features of the Open School including structural and managerial aspects of the proposal. Organized around questions which citizens asked most frequently.

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